EXPLORING STUDENT SATISFACTION WITH THE CATCH-UP FRIDAYS PROGRAM IN THE PHILIPPINE PUBLIC SCHOOL SYSTEM

Azenith B. Padis

Makiling Stationery Trading, Los Baños, Laguna, Philippines

Dr. Ruth A. Ortega-Dela Cruz

Institute for Governance and Rural Development, College of Public Affairs and Development, University of the Philippines Los Baños, Domingo M. Lantican Ave. College, Laguna, Philippines

Abstract

Despite nationwide efforts to address post-pandemic learning loss, limited research has explored how remedial programs like Catch-Up Fridays are perceived and implemented at the school level. This study assessed student satisfaction with the Catch-Up Fridays program in a public school in the Philippines. Using a survey research design, it gathered quantitative data from 121 stratified randomly selected students and qualitative insights from student and teacher interviews. Validated instruments and a combination of descriptive statistics and thematic analysis ensured reliable and in-depth findings. Results showed that students were generally satisfied with the program, citing clear instruction, engaging reading activities, and alignment with academic goals. Teachers viewed the initiative as a valuable tool to support learners with academic gaps. Both groups emphasized the need for improved support systems, clearer policies, and stronger stakeholder collaboration. Recommendations were provided to strengthen implementation and ensure long-term program sustainability.

Keywords: Catch-up Fridays, Implementation Strategies, Learning Recovery Program, Senior High School, Student Satisfaction

Introduction

The COVID-19 pandemic severely disrupted education systems worldwide, resulting in significant and unprecedented learning losses. School closures, limited access to digital learning tools, and socio-economic inequalities further widened existing achievement gaps—particularly in developing countries (UNESCO, 2022). In the Philippines, the Program for International Student Assessment (PISA) 2022 revealed that the country remains among the lowest performers in reading, mathematics, and science. Despite reform initiatives implemented after the 2018 assessment, just 16 per cent of Filipino students reached the minimum proficiency level in mathematics, 24 per cent in reading, and 23 per cent in science. This performance ranks the Philippines among the lowest of the 81 participating countries (OECD, 2023), highlighting a severe and ongoing learning crisis.

Compounding this situation were prolonged school closures in the Philippines, which kept classrooms shut for over a year—far exceeding the global average of 79 days of full closure (UNICEF, 2023). An estimated 27 million students were affected. While alternative learning modalities such as modular distance learning, online instruction, and TV or radio-based education were introduced, many students lacked the necessary digital devices and internet access (Torres & Ortega-Dela Cruz 2022), intensifying

educational disparities (Philippine News Agency, 2023). Consequently, learning poverty reached alarming levels: in 2021, the World Bank reported that 91% of Filipino children under the age of 10 were unable to read and understand a simple text, up from 69.5% in 2019—the highest rate in East Asia and the Pacific (World Bank, 2021).

To address these challenges, the Department of Education (DepEd) introduced the Catch-Up Fridays initiative through DepEd Order No. 013, s. 2023, as a key component of the National Learning Recovery Program (NLRP) (DepEd, 2024). This initiative designates Fridays for focused remediation in literacy and numeracy, through structured interventions such as "Drop Everything and Read" (DEAR) sessions and differentiated instruction (DepEd Memorandum No. 001, s. 2024). The program primarily focuses on strengthening students' reading proficiency in the morning through the National Reading Program (NRP), while the afternoon sessions are reserved for Values, Health, and Peace Education, including Homeroom Guidance. The overarching purpose is to address learning gaps, support the holistic development of learners, and ensure alignment with the basic education curriculum. Catch-up Fridays embraces a whole-child approach, promoting academic excellence alongside character and socio-emotional growth through structured yet flexible learning activities.

Despite its potential, the effectiveness of Catch-Up Fridays remains underexplored, particularly in the senior high school context. National assessments continue to reflect Filipino students' struggles with reading comprehension: PISA 2022 reported that only 23% demonstrated basic reading proficiency (OECD, 2023). Local studies offer some evidence of the program's benefits—research by Abejo et al. (2024) at Esperanza National High School found that structured reading sessions improved students' literacy. However, systemic challenges such as insufficient teacher training, limited resources, and vague implementation guidelines have hindered the program's impact (Pacana & Cabaguing, 2024).

Assessing students' satisfaction with the Catch-Up Fridays program is crucial for enhancing its implementation. Student engagement and

perception are key indicators of a program's effectiveness, as motivation strongly impacts learning outcomes (Balbin et al., 2024). Saro et al. (2024) found mixed results among Grade 10 students—some noted improvements in reading skills, while others raised concerns about time constraints and inconsistent instruction. Gathering student feedback offers valuable insights into the program's strengths and areas for improvement.

Moreover, Catch-Up Fridays complement the MATATAG Curriculum, launched by DepEd in August 2023 under broader education reforms (DepEd Memorandum No. 54, s. 2023). Both initiatives prioritize foundational skills, simplified content, and enhanced literacy and numeracy (DepEd, 2023). As part of its phased rollout in SY 2024–2025, DepEd began pilot implementations to assess support needs and address potential challenges.

This study aims to assess the implementation of Catch-Up Fridays in a public senior high school in Los Baños, Laguna, situating its findings within the broader framework of national post-pandemic education recovery efforts. The results will contribute to ongoing discourse on effective learning recovery strategies, ensuring that interventions are student-centered and responsive to emerging needs.

In doing so, this study also expands the body of knowledge on academic intervention programs in the Philippine context, offers actionable recommendations for enhancing school-based remediation efforts, and supports progress toward Sustainable Development Goal 4: ensuring inclusive and equitable quality education. By evaluating the implementation of Catch-Up Fridays, this research aims to support the development of more effective, evidence-based educational initiatives.

To guide this investigation, the study sought answer to the central research question: How is Catch-Up Fridays being implemented in a public senior high school in Los Baños, Laguna, Philippines? Specifically, this study (i) examined the strategies in the implementation of Catch-up Fridays; and (ii) evaluated the student's

satisfaction in the implementation of Catch-up Fridays.

Theoretical Framework

This study is anchored in Vygotsky's Sociocultural Theory of Learning, which highlights that learning occurs through social interaction and is influenced by engagement with peers, educators, and the surrounding environment (Yasnitsky, 2014). A core concept of this theory is the Zone of Proximal Development (ZPD), which posits that students can attain higher levels of understanding with support from more knowledgeable individuals than they could on their own. Within the framework of Catch-Up Fridays, this is reflected in peer-supported activities, teacher-guided instruction, and structured reading sessions that offer essential scaffolding for struggling learners. However, limitations such as inadequate teaching resources and inconsistent implementation may hinder the full potential of the ZPD (Pacana & Cabaguing, 2024; Requillo et al., 2024). This study examines how effectively Catch-up Fridays supports scaffolded learning and explores ways to enhance its impact on student outcomes.

Materials and Methods

A. Research Design

This study employs a survey research design, supported by semi-structured interviews, to evaluate senior high school students' satisfaction with the Catch-Up Fridays program in a public school in Los Baños, Laguna, Philippines. The survey enables systematic collection of self-reported data, providing a broad perspective on student experiences and satisfaction (Creswell & Creswell, 2018). A structured questionnaire included Likert scale items to measure satisfaction levels and open-ended questions to capture deeper insights.

B. Research Participants

The participants in this study were stratified randomly selected 121 senior high school students from Grade 11 and Grade 12 who participated in the Catch-Up Fridays program during the school year 2024–2025. These students were enrolled in the two academic strands offered by the school: the General Academic Strand (GAS) and the Technical-Vocational-Livelihood (TVL) track. The GAS strand consisted of 89 students, while the TVL track included 32 students.

The majority of respondents fall within the typical senior high school age range, with 32% aged 17, 21% aged 18, and 21% aged 16. However, a significant portion are older, ranging from 19 to 24 years, which may indicate delayed academic progression due to factors like interruptions or socio-economic challenges. In terms of sex, 55% of participants are female and 45% male. Most students are enrolled in the General Academic Strand (GAS), comprising 38% in Grade 12 and 36% in Grade 11, while the remaining 26% belong to the Technical-Vocational-Livelihood (TVL) track, evenly split between Grades 11 and 12.

C. Instrumentation

To address the objectives of this study, the researcher employed researcher-made survey questionnaires and semi-structured interviews to evaluate the implementation strategies and overall student satisfaction with the Catch-Up Fridays program. The questionnaire was divided into three sections: demographic profile, collecting data on sex, age, academic strand, and grade level; implementation strategies, assessing instructional methods, learning resources, and student engagement; and student satisfaction, measured using a five-point Likert scale.

To gain deeper insights, semi-structured interviews were conducted with 12 purposively selected students from both GAS and TVL strands, across Grades 11 and 12, and with varying satisfaction levels. These interviews provided context to survey responses and offered suggestions for improvement.

Content validity was ensured through expert review, leading to revisions for clarity, relevance, and alignment with research goals. Construct validity was established through a pilot test with Catch-Up Fridays participants, refining the tool to better capture program perceptions. Reliability was assessed through a two-week test-retest for consistency, and internal consistency was confirmed using Cronbach's alpha: 0.89 for implementation strategies and 0.88 for student

satisfaction, indicating good to excellent reliability.

The Likert scale was interpreted as follows: For implementation strategies, scores of 4.20–5.00 mean "Strongly Agree" (always manifested), 3.40–4.19 "Agree" (often), 2.60–3.39 "Moderately Agree" (sometimes), 1.80–2.59 "Disagree" (seldom), and 1.00–1.79 "Strongly Disagree" (never). For student satisfaction, 4.20–5.00 indicates "Very Satisfied" (highly positive), 3.40–4.19 "Satisfied" (generally positive with minor issues), 2.60–3.39 "Moderately Satisfied" (mixed views), 1.80–2.59 "Dissatisfied" (several issues), and 1.00–1.79 "Very Dissatisfied" (major concerns).

Data Analysis

Quantitative data were analyzed using descriptive statistics (frequency, percentage, and mean), while qualitative data from open-ended questions and interviews were examined through reflexive thematic analysis. Following Braun and Clarke's six-phase process, this method helped identify key patterns, best practices, and areas for improvement (McLeod, 2024). Codes and themes were developed inductively through repeated readings of interview transcripts and open-ended survey responses, ensuring the findings aligned with the study's research objectives.

Ethical Considerations

This study adhered to strict ethical standards to protect participants and maintain data integrity. Senior high school students from a public school in Los Baños, Laguna, were fully informed about the study's purpose, procedures, and voluntary nature, with no incentives or penalties involved. Informed consent was obtained through detailed forms outlining their roles, data collection methods, and the right to withdraw at any time, allowing time for questions before consent was given. Confidentiality was ensured by assigning unique codes to anonymize data. Results were reported in aggregate to prevent identification. Participation remained voluntary throughout, with the option to skip questions or withdraw reinforced. The study posed minimal risk, and participants were encouraged to voice any

discomfort, with support or referrals provided as needed. All data were used solely for academic purposes and disposed of according to ethical guidelines after the study. A summary of findings was shared with participants and relevant stakeholders to support educational improvements.

Results and Discussions

A. Strategies Used in the Implementation of Catch-up Fridays

As shown in Table 1, all 10 items received ratings within the "Agree" range, with a composite mean of 4.05. This suggests that students generally viewed the program positively. These quantitative findings are further supported by qualitative data from open-ended responses and interviews, offering deeper insights into students' experiences and perceptions, as well as areas for enhancement.

• **Structured Planning and Organization**

The highest-rated item was the clarity and organization of the program (M = 4.17), indicating that students found the sessions well-structured and effectively communicated. This supports findings by Gonio and Bauyot (2025) and the Department of Education (2024), both of which emphasize that well-planned activities aligned with learning objectives are key to successful implementation. As Student 4 noted, "The teacher explains the flow before starting, so we know what to do," highlighting how clear planning boosts confidence and engagement.

• **Differentiated and Student-Centered Instruction**

Students appreciated the variety of instructional methods (M = 3.98), suggesting a recognition of efforts to address different learning styles. This aligns with Reyes and Villanueva (2019), Metu (2024), Torres and Ortega-Dela Cruz (2024) who emphasize the value of learner-centered approaches in promoting engagement. Students described activities such as reading aloud, group work, and the use of visual aids as helpful. Teacher 1 shared, "I adjust strategies depending on students' needs," reinforcing the importance of differentiated instruction. Rominimbang et al. (2024) also found such strategies effective in

remedial programs like Catch-Up Fridays.

• **Collaborative Learning Activities**

Collaborative learning was positively received (M = 4.07). Students cited group tasks, peer tutoring, and discussions as enhancing their understanding. As Student 6 stated, "During group work, we help each other understand the lesson." This aligns with Vygotsky's Sociocultural Theory (Yasnitsky, 2014), which emphasizes the role of social interaction and scaffolding in the learning process. Similarly, Farkas and Jang (2019) and Ortega-Dela Cruz (2020) highlight the role of collaboration in deepening academic engagement.

• **Integration of Reading and Values Education**

The lowest mean score was given to the integration of reading and values education (M = 3.98), though it still fell within the "Agree" category. Some students felt the values education component was inconsistent or rushed. Student 7 noted, "We sometimes skip the journaling or values discussion." This echoes Cosio (2024), who found variability in values integration across schools. As emphasized by DepEd (2024), both academic and character development must be prioritized equally, suggesting a need for improvement in this area.

• **Feedback and Monitoring**

Teacher feedback was highly valued (M = 4.10), reinforcing the role of formative assessment in guiding student improvement. Student 5 shared, "My teacher checks my journal and gives advice on how to improve," highlighting the impact of timely and constructive feedback. This aligns with Andrade (2019) and Maawa and Cruz (2019), who emphasized that feedback strengthens learner autonomy, and Creswell (2014), who recommended pairing feedback with monitoring to improve implementation.

Table 1 : Student Respondents' Perceptions of the Strategies Used in the Implementation of Catch-up Fridays

Indicative Statement	Mean	SD	Descriptive Interpretation
1. The implementation of Catch-up Fridays follows a clear and structured plan.	4.16	0.71	Agree
2. Teachers provide clear instructions and objectives for each session of Catch-up Fridays.	4.17	0.72	Agree
3. The activities in Catch-up Fridays align with the lessons and support learning improvement.	4.17	0.80	Agree
4. Various learning strategies are used in Catch-up Fridays to accommodate different needs.	3.98	0.84	Agree
5. Learning materials and resources are adequate and accessible in Catch-up Fridays.	3.88	0.75	Agree

6. Different learning methods (e.g., discussions, hands-on activities, digital tools) are used in Catch-up Fridays.	3.92	0.84	Agree
7. Teachers encourage active participation and engagement in Catch-up Fridays.	4.09	0.80	Agree
8. Collaboration and peer learning opportunities are promoted in Catch-up Fridays.	4.07	0.84	Agree
9. Assessments (e.g., quizzes, reflections, feedback forms) are used to check student progress in Catch-up Fridays.	3.97	0.78	Agree
10. The strategies used in Catch-up Fridays make learning more engaging and meaningful.	4.09	0.88	Agree
Mean	**4.05**	**0.79**	**Agree**

B. Students' Satisfaction in the Implementation of Catch-up Fridays

As shown in Table 2, the composite mean score of 4.05 (SD = 0.79) indicates a high level of satisfaction. Students positively viewed the program's objectives, academic benefits, emotional support, and facilitative elements.

• Academic Support and Core Objectives

The highest-rated items were the program's effectiveness in improving academic performance (M = 4.16) and reading proficiency (M = 4.14). These findings align with the program's goals under the National Learning Recovery Program (DepEd, 2024). Students reported improved comprehension and academic performance, with one stating, "It helped me improve my reading abilities and comprehension skills," and another noting, "Catch-up Fridays helped me improve my grades." These reflections are supported by LaBad and Alindo (2025) and Abejo et al. (2024), Nabor and Ortega- Dela Cruz (2022) who highlight the value of structured reading sessions in enhancing literacy and self-efficacy. The program's alignment with the Philippine Informal Reading Inventory (Phil-IRI) further strengthens its impact on targeted learning.

• Emotional Well-Being and Confidence

Students also credited the program with boosting self-confidence and emotional well-being. One student shared, "It enhanced my self-confidence and communication skills," while another noted the importance of a supportive environment: "It helped me enhance my self-esteem because I feel that the environment is safe." Values Education was also seen as an outlet for emotional expression, as one respondent remarked, "It lightens the burdens we feel." These observations affirm Rominimbang et al. (2024) and LaBad and Alindo (2025), who emphasized the importance of socio-emotional support in post-pandemic recovery.

• Communication and Collaboration Skills

Students reported improvements in

communication and teamwork, particularly through group activities and presentations. One student noted, "It helped me improve my communication skills," while another emphasized, "The collaboration during group activities really helped." These findings reflect the MATATAG Curriculum's emphasis on communication and align with Martinez and Torres (2020), who emphasized the benefits of group-based learning in developing academic and interpersonal skills.

• **Managing Academic Gaps and Stress**

Many students appreciated how Catch-Up Fridays helped them address missed tasks and manage academic pressure. One respondent explained, "It helped me catch up with missed activities from Monday to Thursday," echoing Requillo et al. (2024)'s support for structured remediation. However, the lowest-rated items were student engagement (M = 3.90) and stress reduction (M = 3.91), indicating opportunities for improvement. Some students suggested making sessions "more organized, engaging, and fun," echoing findings by Fakhri et al. (2024) and Saro et al. (2024), who cautioned that poorly integrated activities may contribute to fatigue.

• **Interactive Features and Teacher Support**

Interactive and student-centered elements were widely appreciated. As one student put it, "The reading and writing activities are a good foundation for other subjects," and another noted, "Games and group work are the most beneficial." These sentiments align with Abejo et al. (2024), who highlighted the motivational impact of game-based interventions. Students also recognized the crucial role of teachers in facilitating engagement and providing support. "The teachers motivate students who are not active and help them comply with tasks," said one respondent, supporting findings by Pacana and Cabaguing (2024) on the importance of well-prepared and empathetic teachers.

Nearly all respondents said they would recommend the program to others. One student explained, "This kind of program helps students to practice their reading, writing, and learning abilities," while another highlighted its emotional benefits: "Catch-Up Fridays reduces students' stress in their academic subjects." These responses affirm that the program is both academically and emotionally beneficial.

Table 2. Students' Satisfaction with Catch-up Fridays

Indicative Statement	Mean	SD	Descriptive Interpretation
1. Clarity of objectives and purpose of Catch-up Fridays.	4.15	0.77	Satisfied
2. Organization and scheduling of activities.	4.02	0.79	Satisfied
3. Effectiveness of Catch-up Fridays in improving academic performance.	4.16	0.84	Satisfied
4. Effectiveness of Catch-up Fridays in improving reading proficiency.	4.14	0.82	Satisfied

5. Appropriateness of activities in addressing students' learning needs.	3.94	0.91	Satisfied
6. Opportunities for students to ask questions and receive assistance.	4.05	0.80	Satisfied
7. Level of engagement and participation encouraged during sessions.	3.90	0.82	Satisfied
8. Impact of Catch-up Fridays on reducing academic workload and stress.	3.91	0.92	Satisfied
9. Availability and accessibility of learning resources and teacher support.	4.02	0.80	Satisfied
10. Overall satisfaction and perceived benefits of Catch-up Fridays.	4.10	0.94	Satisfied
Composite Mean	**4.05**	**0.79**	**Satisfied**

C. Recommendations to Improve the Implementation of Catch-up Fridays

The feedback gathered from both students and teachers highlights key areas for enhancing the implementation of Catch-up Fridays:

- **Enhance Instructional Strategies and Student Engagement :** Students consistently emphasized the need for more interactive and enjoyable sessions. Student 9 suggested including "games and motivational activities," while Student 3 noted that sessions should be "enjoyable while learning." These suggestions echo the findings of Abejo et al. (2024) and Cardino and Cruz (2020), who advocate for student-centered approaches to boost motivation and learning retention. Teachers shared similar views. Teacher 3 recommended incorporating "performance tasks and culminating activities," and Teacher 2 emphasized the importance of "more dynamic and engaging sessions." These align with the MATATAG Curriculum's aim to foster communicative and collaborative learning environments (Department of Education, 2024).

- **Provide Adequate Learning Materials and Resources :** Students frequently cited a lack of materials as a barrier to effective learning. Student 1 pointed out that printed resources were scarce, "sometimes only one for two students to share," while Student 12 called for "different learning materials and interactive strategies." Teachers echoed these concerns. Teacher 1 noted, "We still have to look for materials to teach; I hope they could be ready-made." These challenges are supported by Cruz and Ausa (2025), Delos Reyes and Caballes (2021), and Requillo et al. (2024), who found that access to quality instructional resources is critical to the success of learning recovery initiatives.

- Standardize and Structure Scheduling. Both

students and teachers underscored the need for consistent and well-organized scheduling. Student 8 recommended a "structured schedule," and Student 7 asked for advance notice regarding session content. Similarly, Teacher 5 called for "a standard, concrete, and well-planned system," while Teacher 6 stressed the importance of "consistent implementation." These concerns align with Pacana & Cabaguing (2024), who emphasized that clear goals and reliable schedules help maintain student engagement and program coherence.

- **Prioritize Emotional Support and Personalized Guidance :** Students expressed a need for greater emotional sensitivity and individualized attention. Student 6 requested "more time to complete activities with quality," and Student 11 noted the need for "more guidance and assistance." Teacher 1 proposed enhancing the program with "structured follow-ups" and "rewards to encourage participation." These recommendations reflect Rominimbang et al. (2024), who argue that emotionally responsive teaching builds student confidence and resilience, particularly in post-pandemic contexts.

- **Incorporate Technology and Multimedia Tools :** Both groups recommended increased use of digital tools to support instruction. Student 1 suggested using televisions or multimedia resources "to help visualize lessons," while Teacher 2 highlighted the need for "ICT integration" to enhance interactivity. These suggestions are backed by Adholiya et al (2021) Culduz (2023), De Leon and Ortega-Dela Cruz (2024) and Palines et al. (2025) who found that digital platforms significantly improve learner engagement and align with students' technological habits.

- **Improve Teacher Training and Administrative Support :** Teachers emphasized the necessity of proper training and institutional support. Teacher 3 advocated for "seminars for teachers," and Teacher 2 emphasized that the program should be part of their teaching load rather than an added responsibility. These views align with Cruz and Ausa (2025), Culduz (2023), Perez and Cruz (2024) who emphasized that sustained professional development and administrative backing are essential for effective program implementation.

- **Increase Real-World Relevance of Activities :** Both students and teachers urged that learning tasks be connected to real-life experiences. Student 10 recommended that activities be "relevant to real-life scenarios," while Teacher 3 proposed using "project-based tasks" to deepen understanding. This aligns with Ortega-Dela Cruz (2020) and Vlachopoulos and Makri (2024), who found that authentic, real-world activities help develop twenty-first-century skills such as critical thinking and problem-solving.

- **Promote Student Leadership and Ownership :** Several participants encouraged student-led initiatives. Teacher 3 suggested that students organize a "culminating activity," which could foster accountability and ownership. This recommendation supports Wambui (2024), who highlighted that student leadership promotes collaboration, creativity, and meaningful engagement.

- **Strengthen Family and Community Involvement :** Teachers stressed the importance of engaging families and communities. Teacher 4 recommended that schools "encourage family involvement and provide clear guidelines and support." Low parental involvement has been shown to limit program impact. Both Culduz (2023) and the Department of Education (2024) advocate for robust school-home partnerships, particularly in underserved communities.

These insights highlight the need for improvements across instructional, emotional, logistical, and systemic dimensions. Addressing them can help make Catch-Up Fridays more inclusive, effective, and sustainable. As Saro et al. (2024) note, successful learning recovery requires clear planning, collaboration, and strategic execution.

Conclusions

This study evaluated the implementation of Catch-up Fridays in a public senior high school in Los

Baños, Laguna, Philippines. Findings revealed that students generally viewed the program positively, citing clear learning objectives, opportunities for collaboration, and alignment with academic content as key strengths. The integration of Values Education and project-based tasks also enhanced student confidence and communication skills. Both students and teachers acknowledged the program's role in improving reading comprehension, academic engagement, and support for struggling learners. These benefits align with the goals of the Department of Education's National Learning Recovery Program and Vygotsky's Sociocultural Theory, which underscores the importance of social interaction and guided learning.

The study presents several implications for future research, teaching, leadership, and policy. Longitudinal and comparative studies are recommended to assess the program's long-term academic and socio-emotional outcomes and identify best practices. Qualitative research could further explore the roles of learner agency, teacher leadership, parental involvement, and technology integration. In teaching practice, the findings highlight the need for differentiated instruction, formative assessment, and access to instructional materials and digital tools. Catch-up Fridays should be fully integrated into the regular curriculum as a platform for remediation and reflection.

From a management perspective, the study emphasizes the need for structured planning, clear policy support, adequate resource allocation, and sustained professional development. School leaders must treat Catch-up Fridays as a formal intervention supported by trained personnel, contextualized learning modules, and regular monitoring. Collaboration with local stakeholders including LGUs, NGOs, and parents is essential to strengthen implementation. At a broader societal level, the program demonstrates the value of education initiatives that address both academic gaps and emotional resilience, promoting inclusive, student-centered learning. Ultimately, Catch-up Fridays offers a promising model for educational recovery in the post-pandemic Philippines. Its success depends on continuous evaluation, systemic support, and the collective efforts of educators, researchers, and communities.

References

Abejo, J. R. A., Malatag, X. Y. M., & Maneja, C. B. (2024). Evaluating the impact of 'Catch-Up Friday' on senior high school students' reading proficiency level and perspective. American Journal of Interdisciplinary Research and Innovation, 3(3), 42-50. https://doi.org/10.54536/ajiri.v3i3.3332

Adholiya A., Adholiya S., & Kanja R. (2021) ICT services effect on students' satisfaction for library services. A study on students of technical degree colleges of Udaipur. Pacific Business Review International, 14(3), 132-141.

Andrade, H. (2019). A critical review of research on student self-assessment. Frontiers in Education, 4, 87. https://doi.org/10.3389/feduc.2019.00087

Balbin, L. B. A., Alota, A. V., & Lapada, A. A. (2024). Students' perception, motivation, and engagement in the implementation of Catch-Up Friday Program. DMMMSU Research and Extension Journal, 8, 62–81. https://doi.org/10.62960/dmmmsu.v8i.52

Cardino Jr, J. M., & Cruz, R. A. O. D. (2020). Understanding of learning styles and teaching strategies towards improving the teaching and learning of mathematics. LUMAT: International Journal on Math, Science and Technology Education, 8(1), 19-43. https://doi.org/10.31129/LUMAT.8.1.1348

Cosio, M. G. (2024, February 1). Beyond the bell: Uncovering the challenges of implementing Catch-up Fridays. SunStar Pampanga, p. 10. https://www.pressreader.com/philippines/sunstar-pampanga/20240201/281741274306677

Creswell, J. W., & Creswell, J. D. (2018). Research design: Qualitative, quantitative, and mixed methods approaches (5th ed.). SAGE Publications. https://spada.uns.ac.id/pluginfile.php/510378/mod_resource/content/1/creswell.pdf

Cruz, R. O. D., & Ausa, M. A. M. (2025). Instant Reader Program: A Tool to Enhance Reading Skills Among Primary Pupils. JEE (Journal of English Education), 11(1), 38-68. https://doi.org/10.30606/jee.v11i1.3594

Culduz, M. (2023). The impact of educational leadership in improving the learning experience. In Promoting crisis management and creative problem-solving skills in educational leadership (pp. 168–189). IGI Global. https://doi.org/10.4018/978-1-6684-8332-9.ch008

Department of Education. (2023). State of literacy in the Philippines: Challenges and interventions. Department of Education.

Department of Education. (2024a). DepEd Order No. 013, s. 2023: Adoption of the National Learning Recovery Program (NLRP). Department of Education.

Department of Education. (2024b). DepEd Memorandum No. 001, s. 2024: Implementation of Catch-Up Fridays. Department of Education. https://www.deped.gov.ph/wp-content/uploads/DM_s2024_001.pdf

DepEd. (2023). DepEd Memorandum No. 54, s. 2023: Pilot implementation of the MATATAG Curriculum. Department of Education. https://www.deped.gov.ph/wp-content/uploads/DM_s2023_054.pdf

Delos Reyes, F. J. F., & Caballes, D. G. (2021). A review on the school-based learning activity sheet towards improvement of instructional material. International Journal of Scientific and Research Publications, 11(8), 200–204. https:// doi.org/ 10.29322/ IJSRP. 11. 08. 2021. p11627

De Leon, M.LT., & Ortega-Dela Cruz, R. A. (2024). Web-Based Instruction on Improving the Students' Academic Performance in Music and Arts Education. Scientia Paedagogica Experimentalis, 61 (1), 69-102. https://doi.org/10.57028/S61-069-Z1054

Farkas, W., & Jang, B. G. (2019). Designing, implementing, and evaluating a school-based literacy program for adolescent learners with reading difficulties: A mixed-methods study. Reading & Writing Quarterly, 35(4), 305–321. https://doi.org/10.1080/10573569.2018.1541770

Gonio, Y. G., & Bauyot, M. M. (2025). Evaluating the implementation of Catch-up Fridays in public elementary schools: An administrative insight. International Journal of Multidisciplinary Educational Research and Innovation, 3(1). https:// ejournals. ph/ article. php?id=26135

LaBad, R., & Alindo, J. B. (2025). Perceptions of learners on reading enhancement during Catch-Up Fridays. Zenodo, 1, 24–31. https://doi.org/10.5281/zenodo.14621217

Lopez, M.K.R.R., & Ortega-Dela Cruz, R.A. (2022). Gallery Walk technique in enhancing reading comprehension and oral English language proficiency of junior high school students. Waikato Journal of Education, 27(3), 57–71. https://doi.org/10.15663/wje.v27i3.813

Maawa, P. K. L., & Cruz, R. O. D. (2019). Remedial and Corrective Feedback Strategies for Improving Students' English Language Proficiency. International Journal of Language Education, 3(1), 1-11. https:// doi.org/ 10.26858/ ijole.v1i1.7794

McLeod, S. (2024). Thematic analysis: A step-by-step guide. Simply Psychology. https://doi.org/10.13140/RG.2.2.13084.71048

Martinez, C., & Torres, J. (2020). Peer-assisted learning strategies in Philippine secondary schools. Philippine Journal of Developmental Education, 44(3), 101–117.

Metu, A. (2024). A literature review of student engagement in learning experiences. https://doi.org/10.13140/RG.2.2.17426.98243

Nabor, L.G., & Ortega-Dela Cruz, R.A. (2022). Project 555: A silent reading intervention towards an improved reading comprehension

in English. Journal of English Education, 7 (2), 36-50.

Nobles, L. M. A. G., & Cruz, R. O. D. (2020). Making connections: A Metacognitive Teaching Strategy in Enhancing Students' Reading Comprehension. Journal of English Education, 5(1), 49-61.

OECD. (2023). PISA 2022 results: Learning loss and recovery. Organisation for Economic Co-operation and Development. https://doi.org/10.1787/23f07c74-en

Ortega-Dela Cruz, R.A. (2020). Pedagogical practice preferences among generational groups of learners: Towards effective twenty-first century higher education. Journal of University Teaching & Learning Practice, 17 (5), 1-19. https:// ro.uow. edu.au/ jutlp/ vol17/ iss5/6/

Pacana, R. O., & Cabaguing, A. M. (2024). Transformative teaching practices: The lived experiences of educators in the Catch-Up Fridays program. International Journal of Research and Innovation in Social Science, 8(8), 4744–4756. https:// doi.org/ 10.47772/ IJRISS. 2024. 8080361

Palines, K. M. E., Moreno, J. M. U., Tatlonghari, A. G., & Ortega-Dela Cruz, R. A. (2025). Integrating information and communication technologies to enhance high school students' research capabilities. Journal of Educational Research and Practice, 15 (1), 1–12. https://doi.org/10.5590/JERAP.2025.15.1952

Perez, R. C., & Cruz, R. A. O. D. (2024). Effect of seminar on teaching on the performance of teachers in higher education. Pan-African Journal of Education and Social Sciences, 5(1), 112-119.

Philippine News Agency. (2023, June 16). Addressing effects of Covid-19 among Filipino learners. Philippine News Agency. https://www.pna.gov.ph/opinion/pieces/7 04-addressing-effects-of-covid-19-among-filipino-learners

Requillo, D. A. C., Flores, L. C., Almagro, R., Gonio,

Y., et al. (2024). Implementation of Catch-Up Fridays: A case study on teachers' experiences at the Davao del Norte Division. Asian Journal of Education and Social Studies, 50(8), 1–15. https://doi.org/10.9734/ajess/2024/v50i815 47

Reyes, J. M., & Villanueva, E. L. (2019). Digital reading interventions for Filipino learners: A review of literacy platforms. Education Technology Review, 11(1), 33–47.

Rominimbang, A. M., Rominimbang, N. S., & Barrera, K. I. B. (2024). Exploring teacher's effective strategies in Catch-Up Fridays in addressing reading gap. Randwick International of Education and Linguistics Science Journal, 5(3), 1144–1154.

Saro, J. M., Barol, A. O., Glodobe, A. L., Grana, F. S., & Billuga, N. (2024). Catch-Up Friday: Improving the reading proficiency levels and perspectives of Grade 10 students. American Journal of Education and Technology, 3(2), 12–23. https://doi.org /10.54536/ ajet.v3i2.2533

Torres, R. A. O., & Ortega-Dela Cruz, R. A. (2022). Remote Learning: Challenges and Opportunities for Educators and Students in the New Normal. Anatolian Journal of Education, 7(1), 83-92. https://doi.org/10.29333/aje.2022.717a

Torres, R. A. O., & Ortega-Dela Cruz, R. A. (2024). Facilitating Learning of Generation Z Learners towards Effective Remote English Language Learning. Theory and Practice of Second Language Acquisition, 10(2), 1-18. https://doi.org/10.31261/TAPSLA.15616

UNESCO. (2022). The global learning crisis: Addressing learning losses post-COVID-19. United Nations Educational, Scientific and Cultural Organization. https:// unesdoc. unesco. org/ ark:/48223/pf0000381259

UNICEF. (2023). COVID-19 and education: The impact on children's learning. United Nations International Children's Fund. https://www.unicef.org/reports/covid-19-and-education-2023

Vlachopoulos, D., & Makri, A. (2024). A systematic literature review on authentic assessment in higher education: Best practices for the development of 21st century skills, and policy considerations. Studies in Educational Evaluation, 83, Article 101425. https://doi.org/10.1016/j.stueduc.2024.101425

Wambui, D. A. (2024). The impact of project-based learning on developing critical thinking and problem-solving skills. Research Output Journal of Education, 3(3), 51–56. https://www.researchgate.net/publication/383553743

World Bank. (2021). The state of global learning poverty: 2021 update. World Bank. https://doi.org/10.1596/978-1-4648-1761-9

Yasnitsky, A. (2014). Vygotsky, Lev. In D. C. Phillips (Ed.), Encyclopedia of educational theory and philosophy (pp. 843–845). SAGE Publications, Inc. https://doi.org/10.4135/9781483346229

Author Contribution Statement:

First Author (ABP): Literature review, conceptualization, methodology, data analysis, original manuscript preparation

Second/Corresponding Author (RAOD): review-editing and writing, journal article preparation